



Background

- This CCN Course Template was developed by communication studies discipline faculty representatives from the California Community Colleges, California State University and University of California segments during June and July 2024 using the C-ID COMM 110 descriptor as a starting point.
- Development of the CCN Course Template was facilitated by ASCCC with advisory input from segment articulation officers and transfer experts.
- Approved and Submitted to the Chancellor’s Office: August 15, 2024
- Template was modified by CCN in late September. Content was not altered.

Phase I CCN TEMPLATE

Subject: Communication Studies	Subject Code: COMM
Proposed Course Number (Identical): C1000	
Proposed Course Specialty Identifier (if applicable):	
Course Title (Identical): Introduction to Public Speaking	
Catalog/Course Description (Identical):	
Part 1: (Identical and Required):	
In this course, students learn and apply foundational rhetorical theories and techniques of public speaking in a multicultural democratic society. Students discover, develop, and critically analyze ideas in public discourse through research, reasoning, organization, composition, delivery to a live	



<p>audience and evaluation of various types of speeches, including informative and persuasive speeches.</p> <p>Part 2: (Optional Expanded Description, Local College Discretion): <i>This will be submitted to the Chancellor’s Office Curriculum Inventory with further instructions to come.</i></p>	
<p>Cal-GETC</p> <ul style="list-style-type: none"> • Yes • No 	<p>Cal-GETC Area</p> <p>Area 1C Recommended</p>
<p>Major Preparation:</p> <ul style="list-style-type: none"> • Yes • No 	<p>List Possible Relevant Majors</p> <p>- This is not a binding requirement; this is a placeholder for Phase II and may include TMC/ADT in the future.</p>
<p>UCTCA:</p> <ul style="list-style-type: none"> • Yes • No 	
<p>Minimum Unit Threshold Semester 3.0</p> <p>Unit amounts must adhere to the established threshold minimum.</p> <p>Units for this course may be any combination of lecture/lab to meet student needs.</p>	
<p><i>Any Rationale or Comment:</i></p>	
<p>Prerequisites (Identical):</p>	
<p>Co-Requisites (Identical):</p>	
<p>Other Limitations on Enrollment (Determined locally):</p>	



Advisories/Recommended Preparation (Determined locally):

Course Content:

Part 1: Required Topics (Identical):

1. Foundational rhetorical theories, including the canons of rhetoric and Aristotelian proofs, as well as relevant principles of human communication.
2. Critical analysis of historical and contemporary public discourse.
3. Ethical communication practices as senders and receivers.
4. Effective listening and principles of constructive feedback.
5. Rhetorical sensitivity to diverse audiences.
6. Adaptation to audiences, rhetorical situations, and purposes.
7. Types of speeches (for example, speeches to inform, persuade, entertain).
8. Outline and compose effective speeches based on purpose and appropriate subject matter, topic, thesis, and organizational patterns.
9. Research strategies for locating and critically evaluating ideas and information from primary and secondary sources.
10. Use of credible evidence and sound reasoning to support a variety of claims, including appropriate written and oral citations.
11. Effective practice and delivery skills using various modes of delivery.
12. Effective verbal and nonverbal practices while delivering a speech.
13. Techniques for managing communication apprehension.
14. Delivery of a variety of student-composed speeches, including Informative and Persuasive speeches.

Part 2: Optional Expanded or Additional Topics (optional):

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Laboratory Activities: (if applicable)



Course Objectives (Identical and Required):

Part 1: Objectives/Outcomes (Identical and Required):

At the conclusion of this course, the student should be able to (Identical and Required):

1. Apply rhetorical theories to create and analyze public speeches in a variety of contexts including historical and/or contemporary.
2. Formulate and implement effective research strategies to gather information and ideas from primary and secondary sources, evaluating them for credibility, accuracy, and relevancy.
3. Employ sound reasoning and construct compelling arguments in support of a guiding thesis and organizational pattern appropriate for the audience, occasion, and purpose
4. Demonstrate rhetorical sensitivity to diversity, equity, inclusion, accessibility, and belonging and adhere to ethical communication practices which include truthfulness, accuracy, honesty, and reason.
5. Compose and deliver a variety of speeches, including Informative and Persuasive speeches, to a live audience (one to many) using effective delivery practices.
6. Employ effective listening practices.

Part 2: Optional objectives/outcomes:

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Part 2: After this course, the student should be able to (Optional):

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Methods of Evaluation:

Part 1: A minimum of three faculty-supervised, faculty-evaluated, oral presentations in front of a live audience (one to many), including an Informative speech of at least five minutes and a Persuasive speech of at least six minutes in length; speech outlines and works cited/references; critiques of speeches.



Additional methods of evaluation are at the discretion of local faculty.

Part 2: *List Methods of Evaluation (Optional):*

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Representative Texts, Manuals, and/or OER that is equivalent, Other Support Materials:

Part 1: Texts used by individual institutions and instructors may vary based on local college practice.

Barton and Tucker. Exploring Public Speaking. (Latest edition). LibreTexts. (OER)

Mapes, M. Speak Out, Call In: Public Speaking as Advocacy. LibreTexts. (OER)

Cunill, M. Fundamentals of Public Speaking. (Latest Edition). LumenLearning (OER)

Floyd, K. Public Speaking Matters. (Latest edition.) McGraw-Hill.

Lucas, S. The Art of Public Speaking. (Latest edition.) McGraw-Hill.

German, K. Principles of Public Speaking. (Latest edition.) Routledge.

Part 2: *List Sample Textbooks, Manuals, or Other Support Materials (optional):*

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.



California
Community
Colleges

PHASE 1 CCN TEMPLATE

Developed by CCN Workgroup,
based on CCN Task Force recommendations

Date: 9-27-2024

	<p>Date Approved: August 15, 2024, following ASCCC facilitation of template development process, including engagement of faculty discipline representatives from California Community Colleges, CSU, UC and independent colleges and universities and advisory input from segment articulation officers and transfer experts.</p>
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Background

- This CCN Course Template was developed by English discipline faculty representatives from the California Community Colleges, California State University and University of California segments during June and July 2024 using the C-ID ENGL 100 descriptor as a starting point.
- Development of the CCN Course Template was facilitated by ASCCC with advisory input from segment articulation officers and transfer experts.
- Approved and Submitted to the Chancellor’s Office: August 15, 2024
- Template was modified by CCN in late September. Content was not altered.

Phase I CCN TEMPLATE

Subject: English	Subject Code: ENGL
Proposed Course Number (Identical): C1000	
Proposed Course Specialty Identifier (if applicable):	
Course Title (Identical): Academic Reading and Writing	
Catalog/Course Description (Identical): Part 1: (Identical and Required): In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. Part 2: (Optional Expanded Description, Local College Discretion):	



<i>This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.</i>	
Cal-GETC <ul style="list-style-type: none"> • Yes • No 	Cal-GETC Area Area 1A recommended
Major Preparation: <ul style="list-style-type: none"> • Yes • No 	List Possible Relevant Majors - This is not a binding requirement; this is a placeholder for Phase II and may include TMC/ADT in the future.
UCTCA: <ul style="list-style-type: none"> • Yes • No 	
Minimum Unit Threshold Semester 3.0 Unit amounts must adhere to the established threshold minimum. Units for this course may be any combination of lecture/lab to meet student needs.	
<i>Any Rationale or Comment:</i>	
Prerequisites (Identical): Placement as determined by the college's multiple measures assessment process	
Co-Requisites (Identical):	
Other Limitations on Enrollment (Determined locally):	



Advisories/Recommended Preparation (Determined locally):

Course Content:

Part 1: Required Topics (Identical):

1. Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles.
2. Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support.
3. Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing.
4. Analyze rhetorical choices in students' own and peers' writing and effectively provide and incorporate feedback.
5. Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms.
6. Exhibit acceptable college-level control of mechanics, organization, development, and coherence.
7. Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions
8. Compose a minimum of 5,000 words of formal writing across major assignments.

Part 2: Optional Expanded or Additional Topics (optional):

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Laboratory Activities: (if applicable)

Course Objectives (Identical and Required):

Part 1: Objectives/Outcomes (Identical and Required):

At the completion of this course, the student should be able to (Identical and Required):

1. Read analytically to understand and respond to diverse academic texts.



2. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
3. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.

Part 2: Optional objectives/outcomes:

This will be submitted to the Chancellor's Office Curriculum Inventory via PDF with further instructions to come.

Part 2: After this course, the student should be able to (Optional):

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Methods of Evaluation:

Part 1: Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives will include primarily academic writing, which may include timed/in-class writing.

Methods of evaluation are at the discretion of local faculty.

Part 2: List Methods of Evaluation (Optional):

This will be submitted to the Chancellor's Office Curriculum Inventory via PDF with further instructions to come.

Representative Texts, Manuals, and/or OER that is equivalent, Other Support Materials:

Part 1: An anthology, or appropriate Open Educational Resources (OER) containing culturally diverse college-level essays, articles, or other texts.



A college-level handbook on writing and documentation or evidence of similar writing pedagogy.

Course texts may include book-length works.

Texts used by individual institutions and even individual sections will vary. The list of representative texts must include at least one text with a publication date within seven (7) years of the course outline approval date.

Part 2: *List Sample Textbooks, Manuals, or Other Support Materials (optional):*

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Date Approved: August 15, 2024, following ASCCC facilitation of template development process, including engagement of faculty discipline representatives from California Community Colleges, CSU, UC, and independent colleges and universities and advisory input from segment articulation officers and transfer experts.



Background

- This CCN Course Template was developed by English discipline faculty representatives from the California Community Colleges, California State University and University of California segments during June and July 2024 using the C-ID ENGL 100 descriptor as a starting point.
- Development of the CCN Course Template was facilitated by ASCCC with advisory input from segment articulation officers and transfer experts.
- Approved and Submitted to the Chancellor’s Office: August 15, 2024
- Template was modified by CCN in late September. Content was not altered.

Phase I CCN TEMPLATE

Subject: English	Subject Code: ENGL
Proposed Course Number (Identical): C1000E	
Proposed Course Specialty Identifier (if applicable):	
Course Title (Identical): Academic Reading and Writing	
Catalog/Course Description (Identical): Part 1: (Identical and Required): In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. This course includes embedded support. Part 2: (Optional Expanded Description, Local College Discretion): <i>This will be submitted to the Chancellor’s Office Curriculum Inventory with further instructions to come.</i>	



<p>Cal-GETC</p> <ul style="list-style-type: none"> • Yes • No 	<p>Cal-GETC Area</p> <p>Area 1A recommended</p>
<p>Major Preparation:</p> <ul style="list-style-type: none"> • Yes • No 	<p>List Possible Relevant Majors</p> <p>- This is not a binding requirement; this is a placeholder for Phase II and may include TMC/ADT in the future.</p>
<p>UCTCA:</p> <ul style="list-style-type: none"> • Yes • No 	
<p>Minimum Unit Threshold Semester 3.0</p> <p>Unit amounts must adhere to the established threshold minimum.</p> <p>Units for this course may be any combination of lecture/lab to meet student needs.</p>	
<p><i>Any Rationale or Comment:</i></p>	
<p>Prerequisites (Identical): Placement as determined by the college's multiple measures assessment process</p>	
<p>Co-Requisites (Identical):</p>	



Other Limitations on Enrollment (Determined locally):

Advisories/Recommended Preparation (Determined locally):

Course Content:

Part 1: Required Topics (Identical):

1. Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles.
2. Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support.
3. Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing.
4. Analyze rhetorical choices in students' own and peers' writing and effectively provide and incorporate feedback.
5. Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms.
6. Exhibit acceptable college-level control of mechanics, organization, development, and coherence.
7. Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions
8. Compose a minimum of 5,000 words of formal writing across major assignments.

Part 2: *Optional Expanded or Additional Topics (optional):*

Colleges can add what locally determines embedded support

Laboratory Activities: (if applicable)

Colleges can add what locally determines embedded support.



Course Objectives (Identical and Required):

Part 1: Objectives/Outcomes (Identical and Required):

At the completion of this course, the student should be able to (Identical and Required):

1. Read analytically to understand and respond to diverse academic texts.
2. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
3. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.

Part 2: Optional objectives/outcomes:

Colleges can add what locally determines embedded support

Part 2: After this course, the student should be able to (Optional):

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Methods of Evaluation:

Part 1: Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives will include primarily academic writing, which may include timed/in-class writing.

Methods of evaluation are at the discretion of local faculty.

Part 2: List Methods of Evaluation (Optional):

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.



Representative Texts, Manuals, and/or OER that is equivalent, Other Support Materials:

Part 1: An anthology, or appropriate Open Educational Resources (OER) containing culturally diverse college-level essays, articles, or other texts.

A college-level handbook on writing and documentation or evidence of similar writing pedagogy.

Course texts may include book-length works.

Texts used by individual institutions and even individual sections will vary. The list of representative texts must include at least one text with a publication date within seven (7) years of the course outline approval date.

Part 2: *List Sample Textbooks, Manuals, or Other Support Materials (optional):*

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Date Approved: August 15, 2024, following ASCCC facilitation of template development process, including engagement of faculty discipline representatives from California Community Colleges, CSU, UC and independent colleges and universities and advisory input from segment articulation officers and transfer experts.



Background

- This CCN Course Template was developed by English discipline faculty representatives from the California Community Colleges, California State University and University of California segments during June and July 2024 using the C-ID ENGL 105 descriptor as a starting point.
- Development of the CCN Course Template was facilitated by ASCCC with advisory input from segment articulation officers and transfer experts.
- Approved and Submitted to the Chancellor’s Office: August 15, 2024
- Template was modified by CCN in late September. Content was not altered.

Phase I CCN TEMPLATE

Subject: English	Subject Code: ENGL
Proposed Course Number (Identical): C1001	
Proposed Course Specialty Identifier (if applicable):	
Course Title (Identical): Critical Thinking and Writing	
Catalog/Course Description (Identical): Part 1 (Identical and Required): In this course, students receive instruction in critical thinking for purposes of constructing, evaluating, and composing arguments in a variety of rhetorical forms, using primarily non-fiction texts, refining writing skills and research strategies developed in ENGL C1000 Academic Reading and Writing (or C-ID ENGL 100) or similar first-year college writing course.	



<p>Part 2: (Optional Expanded Description, Local College Discretion): This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.</p>	
<p>Cal-GETC</p> <ul style="list-style-type: none"> • Yes • No 	<p>Cal-GETC Area Area 1B Recommended</p>
<p>Major Preparation:</p> <ul style="list-style-type: none"> • Yes • No 	<p>List Possible Relevant Majors - This is not a binding requirement; this is a placeholder for Phase II and may include TMC/ADT in the future.</p>
<p>UCTCA:</p> <ul style="list-style-type: none"> • Yes • No 	
<p>Minimum Unit Threshold Semester 3.0 Unit amounts must adhere to the established threshold minimum. Units for this course may be any combination of lecture/lab to meet student needs.</p>	
<p><i>Any Rationale or Comment:</i></p>	
<p>Prerequisites (Identical): College-level composition (ENGL C1000/ ENGL C1000H/ ENGL C1000E/C-ID ENGL 100) or equivalent</p>	
<p>Co-Requisites (Identical):</p>	
<p>Other Limitations on Enrollment (Determined locally):</p>	



Advisories/Recommended Preparation (Determined locally):

Course Content:

Part 1: Required Topics (Identical):

Develop writing and reading skills for logical reasoning and argumentation using primarily non-fiction texts. Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing that inform students' inquiry-driven research and writing process. Students should revise and receive feedback from their instructor on at least one extended argument.

Part 2: *Optional Expanded or Additional Topics (optional):*

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Laboratory Activities: (if applicable)

Course Objectives (Identical and Required):

Part 1: Objectives/Outcomes (Identical and Required):

At the conclusion of this course, the student should be able to (Identical and Required):

1. Define, recognize, and utilize forms of critical reasoning, including deductive and inductive reasoning, in a variety of rhetorical contexts.
2. Reflect critically on one's own thought processes to identify and avoid cognitive biases and common fallacies of language and thought.
3. Employ critical reading and research strategies to locate and evaluate complex texts representative of diverse experiences, perspectives, and forms of authority.
4. Evaluate and document evidence to construct arguments in a variety of rhetorical situations, distinguishing knowledge from belief and fact from judgment.



5. Draft written arguments to respond appropriately to texts, with attention to intended audience, purpose, and social context, and revise for clarity, cogency, persuasiveness, and soundness.

Part 2: Optional objectives/outcomes:

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Part 2: After this course, the student should be able to (Optional):

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Methods of Evaluation:

Part 1: Methods of evaluation used to observe or measure students' achievement of course outcomes are at the discretion of local faculty but must include at least one extended argument through draft and revision. Additional assessments could include, but are not limited to, peer evaluations, discussions, metacognitive reflections, presentations, quizzes, exams, projects, etc.

Part 2: List Methods of Evaluation (Optional):

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Representative Texts, Manuals, and/or OER that is equivalent, Other Support Materials:

Part 1: Materials shall be primarily non-fiction, are expected to represent culturally diverse perspectives, and will vary by individual institutions and sections. A writing handbook must be included. Open Educational Resources (OER) materials are encouraged.

Representative Writing Handbook:

Bullock, Richard, et al. *The Little Seagull Handbook*, 5th edition. W.W. Norton & Company. 2024.



Representative Textbooks:

Mills, Anna. *How Arguments Work: A Guide to Writing and Analyzing Texts in College*. OER Libretexts. 2022. [How Arguments Work - A Guide to Writing and Analyzing Texts in College \(Mills\) - Humanities LibreTexts](#).

Rottenberg, Annette. *The Elements of Argument*. Bedford/St, Martins. 2021.

Paul, Richard, and Linda Elder. *Critical Thinking*. The Foundation of Critical Thinking. 2022.

Barnet, Sylvan. *Current Issues and Enduring Questions*. Bedford/St. Martins. 2022.

Booth, Wayne C. et al. *The Craft of Research*. U of Chicago P. 2024.

Foresman, Galen A., and Peter S. Fosl. *The Critical Thinking Toolkit*. Wiley-Blackwell. 2016.

Part 2: List Sample Textbooks, Manuals, or Other Support Materials (optional):

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Date Approved: August 15, 2024, following ASCCC facilitation of template development process, including engagement of faculty discipline representatives from California Community Colleges, CSU, UC, and independent colleges and universities and advisory input from segment articulation officers and transfer experts.



Background

- This CCN Course Template was developed by political science discipline faculty representatives from the California Community Colleges, California State University and University of California segments during June and July 2024 using the C-ID POLS 110 descriptor as a starting point.
- Development of the CCN Course Template was facilitated by ASCCC with advisory input from segment articulation officers and transfer experts.
- Approved and Submitted to the Chancellor’s Office: August 15, 2024
- Template was modified by CCN in late September. Content was not altered.

Phase I CCN TEMPLATE

Subject: Political Science	Subject Code: POLS
Proposed Course Number (Identical): C1000	
Proposed Course Specialty Identifier (if applicable):	
Course Title (Identical): American Government and Politics	
Catalog/Course Description (Identical): Part 1: (Identical and Required): This course is an introduction to government and politics in the United States and California. Students examine the constitutions, structure, and operation of governing institutions, civil liberties and civil rights, political behaviors, political issues, and public policy using political science theory and methodology.	



<p>Part 2: (Optional Expanded Description, Local College Discretion): This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.</p>	
<p>Cal-GETC</p> <ul style="list-style-type: none"> • Yes • No 	<p>Cal-GETC Area Area 4 Recommend</p>
<p>Major Preparation:</p> <ul style="list-style-type: none"> • Yes • No 	<p>List Possible Relevant Majors</p> <p>- This is not a binding requirement; this is a placeholder for Phase II and may include TMC/ADT in the future.</p>
<p>UCTCA:</p> <ul style="list-style-type: none"> • Yes • No 	
<p>Minimum Unit Threshold Semester 3.0</p> <p>Unit amounts must adhere to the established threshold minimum. Units for this course may be any combination of lecture/lab to meet student needs.</p>	
<p><i>Any Rationale or Comment:</i></p>	
<p>Prerequisites (Identical):</p>	
<p>Co-Requisites (Identical):</p>	
<p>Other Limitations on Enrollment (Determined locally):</p>	



Advisories/Recommended Preparation (Determined locally):

Course Content:

Part 1: Required Topics (Identical):

1. The purpose of government and nature of democratic governance
 - a. Political philosophies that underlie democratic government
 - b. Comparison of representative and direct democracy
 - c. The value of, influences on, and consequences of participation and non-participation in democratic government
2. The U.S. and California Constitutions as frameworks for government
 - a. Political philosophies of the framers and critics of the U.S. Constitution
 - b. Processes for amending and interpreting the U.S. and California Constitutions
3. The theory and practice of federalism in the United States, focusing on California
 - a. The framework and operation of federal, state, and local relations
 - b. Interaction between the federal government and Native American tribes and entities
4. The structure and contemporary operations of federal, state, and local governing institutions in the United States and California including the
 - a. Executive branch
 - b. Legislative branch
 - c. Judicial branch
5. Civil liberties and civil rights of individuals and groups
 - a. Civil liberties and rights as articulated in the U.S. and California Constitutions and federal and state court decisions
 - b. Contemporary and historical interactions between government and marginalized populations within the United States based on factors such as race, ethnicity, sex, gender and gender expression, sexual orientation, class, ability status, age, citizenship status, language, religion, and/or other forms of identity
6. Individual and group behaviors within the context of the U.S. and California constitutions, including
 - a. Elections, campaigns, and voting
 - b. Political parties
 - c. Interest groups
 - d. Social movements
7. Factors that shape politics and policymaking including
 - a. Political culture



- b. Political socialization
- c. Political ideologies
- d. Public opinion
- e. Media
- 8. Political issues and public policies
 - a. Domestic
 - b. Economic
 - c. Foreign
- 9. Introductory research methods used in political science including
 - a. qualitative tools and techniques
 - b. quantitative tools and techniques

Part 2: Optional Expanded or Additional Topics (optional):

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Laboratory Activities: (if applicable)

Course Objectives (Identical and Required):

Part 1: Objectives/Outcomes (Identical and Required):

At the conclusion of this course, the student should be able to: (Identical and Required)

1. Explain the founding and development of the U.S. and California Constitution.
2. Critique governing institutions and political processes within the United States and California.
3. Employ introductory political science research methods to contextualize contemporary political issues and operations in the United States and California
4. Assess civil liberties and civil rights of individuals and groups as articulated in the U.S. and California Constitutions and subsequent court decisions.
5. Investigate the role of identity and political ideology in shaping public opinion and public policy in the United States and California.
6. Analyze how to effectively participate in politics at the national, state, county, and/or city levels.



Part 2: Optional objectives/outcomes:

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Part 2: After this course, the student should be able to (Optional):

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Methods of Evaluation:

Part 1: Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, essays, field journals, projects, critical analysis papers, service learning, simulations, research demonstrations, etc.

Methods of evaluation and appropriate representative assignments will be determined at the discretion of local faculty.

Part 2: List Methods of Evaluation (Optional):

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Representative Texts, Manuals, and/or OER that is equivalent, Other Support Materials:

Part 1: Any college-level introduction to American government and politics textbook including, but not limited to:

Patterson. 2024. *We the People*. 15th ed.



Krutz and Waskiewicz. 2024. *American Government 3e. OpenStax* (OER)

Sidlow and Henschen. GOVT 12: Principles of American Government. 2025

Reti. 2023. Introduction to California Government and Politics. (OER)

Van Vechten. 2021. California Politics: A Primer.

May also include supplementary materials such as, but not limited to, primary sources (e.g. *The Federalist Papers*), readers, etc.

Part 2: List Sample Textbooks, Manuals, or Other Support Materials (optional):

This will be submitted to the Chancellor’s Office Curriculum Inventory with further instructions to come.

Date Approved: August 15, 2024, following ASCCC facilitation of template development process, including engagement of faculty discipline representatives from California Community Colleges, CSU, UC and independent colleges and universities and advisory input from segment articulation officers and transfer experts.



Background

- This CCN Course Template was developed by psychology discipline faculty representatives from the California Community Colleges, California State University and University of California segments during June and July 2024 using the C-ID PSY 110 descriptor as a starting point.
- Development of the CCN Course Template was facilitated by ASCCC with advisory input from segment articulation officers and transfer experts.
- Approved and Submitted to the Chancellor’s Office: August 15, 2024
- Template was modified by CCN in late September. Content was not altered.

Phase I CCN TEMPLATE

Subject: Psychology	Subject Code: PSYC
Proposed Course Number (Identical): C1000	
Proposed Course Specialty Identifier (if applicable):	
Course Title (Identical): Introduction to Psychology	
Catalog/Course Description (Identical): Part 1: (Identical and Required): This course is an introduction to psychology, which is the study of the mind and behavior. Students focus on theories and concepts of biological, cognitive, developmental, environmental, social, and cultural influences; their applications; and their research foundations.	



<p>Part 2: (Optional Expanded Description, Local College Discretion): This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.</p>	
<p>Cal-GETC</p> <ul style="list-style-type: none"> • Yes • No 	<p>Cal-GETC Area Area 4 Recommended</p>
<p>Major Preparation:</p> <ul style="list-style-type: none"> • Yes • No 	<p>List Possible Relevant Majors - This is not a binding requirement; this is a placeholder for Phase II and may include TMC/ADT in the future.</p>
<p>UCTCA:</p> <ul style="list-style-type: none"> • Yes • No 	
<p>Minimum Unit Threshold Semester 3.0 Unit amounts must adhere to the established threshold minimum. Units for this course may be any combination of lecture/lab to meet student needs.</p>	
<p><i>Any Rationale or Comment:</i></p>	
<p>Prerequisites (Identical):</p>	
<p>Co-Requisites (Identical):</p>	
<p>Other Limitations on Enrollment (Determined locally):</p>	



Advisories/Recommended Preparation (Determined locally): Eligibility for college-level writing (C-ID ENGL 100) and reading (a course with an existing skill of ability to read a college level text)

Course Content:

Part 1: Required Topics (Identical):

1. Cover at least two topics within each of the following major areas, addressing both theory and application:
 - BIOLOGICAL (e.g., Neuroscience, Sensation, Consciousness);
 - COGNITIVE (e.g., Cognition, Memory, Perception, Intelligence);
 - DEVELOPMENT (e.g., Learning, Lifespan Development, Language);
 - SOCIAL AND PERSONALITY (e.g., Motivation, Emotion, Social, Personality, Sex/Gender/Sexuality);
 - MENTAL AND PHYSICAL HEALTH (e.g., Psychopathology, Health, Therapies)
2. Incorporate psychology's seven integrative themes throughout the course:
 - a. How psychological science relies on evidence and critical thinking, adapting as new data develop;
 - b. How psychology explains general principles that govern behavior while recognizing individual differences;
 - c. How psychological, biological, social, and cultural factors influence behavior and mental processes;
 - d. How psychology values diversity, promotes equity, and fosters inclusion in pursuit of a more just society;
 - e. How our perceptions and biases filter our experiences of the world through an imperfect personal lens;
 - f. How applying psychological principles can change our lives, organizations, and communities in positive ways;
 - g. How ethical principles guide psychology research and practice.
3. Emphasize and illustrate how scientific inquiry, research methodology, and evidence serve as the foundation for all content areas:
 - a. while recognizing limitations and problematic outcomes, biases, systemic injustice, and opportunities for on-going research; and
 - b. to counter unsubstantiated statements, opinions, or beliefs.
4. Emphasize how sociocultural factors and diversity, not limited to historically dominant Western perspectives, influence content areas covered.



Part 2: Optional Expanded or Additional Topics (optional):

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Laboratory Activities: (if applicable)

Course Objectives (Identical and Required):

Part 1: Objectives/Outcomes (Identical and Required):

At the conclusion of this course, the student should be able to: (Identical and Required)

1. Demonstrate fundamental knowledge and comprehension of major concepts, theoretical perspectives, historical and cultural contexts, and empirical findings within the broad discipline of psychology.
2. Use a scientific approach (including critical and creative thinking) to understand individuals' mind and behavior within psychological, biological, sociocultural, and ethnocultural contexts while recognizing that biases filter experiences.
3. Apply psychological theories, concepts, and values to individual, interpersonal, group, and societal issues to demonstrate awareness of self and others.
4. Draw logical and objective conclusions about the mind and behavior from evidence to show how psychology evaluates, modifies, and supports its claims and counters unsubstantiated statements, opinions or beliefs.

Part 2: Optional objectives/outcomes:

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Part 2: After this course, the student should be able to (Optional):

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.



Methods of Evaluation:

Part 1: Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, laboratory work, field journals, projects, research demonstrations, etc. Methods of evaluation are at the discretion of local faculty.

Part 2: *List Methods of Evaluation (Optional):*

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Representative Texts, Manuals, and/or OER that is equivalent, Other Support Materials:

Part 1: Texts used by individual institutions and in individual sections will vary.

OER Examples:

Spielman, Jenkins, & Lovett, Psychology 2e, OpenStax

Diener & Biswas-Diener (eds), Discover Psychology 2.0: A Brief Introductory Text

(<https://nobaproject.com/textbooks/discover-psychology-v2-a-brief-introductory-text>)

Additional OER examples can be found at <https://asccc-oeri.org/open-educational-resources-and-psychology/>

Traditional Examples:

Weiten, Themes and Variations in Psychology (Cengage, \$51)

Feldman, Understanding Psychology (McGraw, \$70)



Grison & Gazzaniga, Norton's Psychology in Your Life, 4th edition (WW Norton, \$65 for electronic, \$115+ for paper)

Kassin, S., Privitera, G., and Clayton, K. (2021). Essentials of psychology, (1st ed.). Sage. (\$65)

Wade, C., Tavis, C., Sommers, S., and Shin, L. (2023). Psychology, (14th ed.). Pearson. (\$90 for Revel; \$80; from \$10.99 for etext)

Licht, D., Hull, M., and Ballantyne, C. (2020). Scientific American: Psychology (3rd Ed.). Worth Publishers. (MacMillan, from \$56)

Part 2: *List Sample Textbooks, Manuals, or Other Support Materials (optional):*

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Date Approved: August 15, 2024, following ASCCC facilitation of template development process, including engagement of faculty discipline representatives from California Community Colleges, CSU, UC and independent colleges and universities and advisory input from segment articulation officers and transfer experts.



Background

- This CCN Course Template was developed by mathematics discipline faculty representatives from the California Community Colleges, California State University and University of California segments during June and July 2024 using the C-ID MATH 110 descriptor as a starting point.
- Development of the CCN Course Template was facilitated by ASCCC with advisory input from segment articulation officers and transfer experts.
- Approved and Submitted to the Chancellor's Office: August 15, 2024
- Template was modified by CCN in late September. Content was not altered.

Phase I CCN TEMPLATE

Subject: Statistics	Subject Code: STAT
Proposed Course Number (Identical): C1000	
Proposed Course Specialty Identifier (if applicable):	
Course Title (Identical): Introduction to Statistics	
Catalog/Course Description (Identical): Part 1: (Identical and Required): This course is an introduction to statistical thinking and processes, including methods and concepts for discovery and decision-making using data. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-squared, and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Students apply methods and processes to	



<p>applications using data from a broad range of disciplines.</p> <p>Part 2: (Optional Expanded Description, Local College Discretion): This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.</p>	
<p>Cal-GETC</p> <ul style="list-style-type: none"> • Yes • No 	<p>Cal-GETC Area</p> <p>Area 2 Recommended</p>
<p>Major Preparation:</p> <ul style="list-style-type: none"> • Yes • No 	<p>List Possible Relevant Majors</p> <p>- This is not a binding requirement; this is a placeholder for Phase II and may include TMC/ADT in the future.</p>
<p>UCTCA:</p> <ul style="list-style-type: none"> • Yes • No 	
<p>Minimum Unit Threshold Semester 3.0</p> <p>Unit amounts must adhere to the established threshold minimum.</p> <p>Units for this course may be any combination of lecture/lab to meet student needs.</p>	
<p><i>Any Rationale or Comment:</i></p>	
<p>Prerequisites (Identical): Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of intermediate algebra.</p>	
<p>Co-Requisites (Identical):</p>	
<p>Other Limitations on Enrollment (Determined locally):</p>	

Advisories/Recommended Preparation (Determined locally):

Course Content:

Part 1: Required Topics (Identical):

1. Introduction to statistical thinking and processes
2. Technology-based statistical analysis
3. Applications using data from four or more of the following disciplines: administration of justice, business, economics, education, health science, information technology, life science, physical science, political science, psychology, and social science
4. Units (subjects/cases) and variables in a data set, including multivariable data sets
5. Categorical and quantitative variables
6. Sampling methods, concerns, and limitations, including bias and random variability
7. Observational studies and experiments
8. Data summaries, visualizations, and descriptive statistics
9. Probability concepts
10. Probability distributions (e.g., binomial, normal)
11. Sampling distributions and the Central Limit Theorem
12. Estimation and confidence intervals
13. Hypothesis testing, including t-tests for one and two populations, Chi-squared test(s), and ANOVA; and interpretations of results
14. Regression, including correlation and linear regression equations

Part 2: Optional Expanded or Additional Topics (optional):

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Laboratory Activities: (if applicable)

Course Objectives (Identical and Required):

Part 1: Objectives/Outcomes (Identical and Required):

At the conclusion of this course, the student should be able to (Identical and Required):



1. Assess how data were collected and recognize how data collection affects what conclusions can be drawn from the data.
2. Identify appropriate graphs and summary statistics for variables and relationships between them and correctly interpret information from graphs and summary statistics.
3. Describe and apply probability concepts and distributions.
4. Demonstrate an understanding of, and ability to use, basic ideas of statistical processes, including hypothesis tests and confidence interval estimation.
5. Identify appropriate statistical techniques and use technology-based statistical analysis to describe, interpret, and communicate results.
6. Evaluate ethical issues in statistical practice.

Part 2: Optional objectives/outcomes:

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Part 2: After this course, the student should be able to (Optional):

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Methods of Evaluation:

Part 1: Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, laboratory work, field journals, projects, research demonstrations, etc. Methods of evaluation are at the discretion of local faculty.

Part 2: List Methods of Evaluation (Optional):

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.



Representative Texts, Manuals, and/or OER that is equivalent, Other Support Materials:

Part 1:

- Introduction to Modern Statistics 2e, Çetinkaya-Runde, M., Hardin, J., OpenIntro, 2024 (\$0-25): <https://www.openintro.org/book/ims/>
- Statistics: Learning From Data 3e, Peck, R., Case, C., Cengage, 2024 (\$57-250): <https://www.cengage.com/c/new-edition/9780357758298/>
- Introductory Statistics: Exploring the World Through Data 4e, Gould, R., Wong, R., Ryan, C., Pearson, 2025 (\$65-80): <https://www.pearson.com/en-us/subject-catalog/p/introductory-statistics/P200000011641/9780138242145>
- Introductory Statistics 2e, Illowsky, B., Dean, S., OpenStax, 2023 (\$0): <https://openstax.org/details/books/introductory-statistics-2e>
- Introductory Statistics: Analyzing Data with Purpose, The Dana Center Mathematics Pathways, Charles A. Dana Center, University of Texas at Austin, 2021 (\$0): <https://www.utdanacenter.org/products/introductory-statistics>

Part 2: List Sample Textbooks, Manuals, or Other Support Materials (optional):

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Date Approved: August 15, 2024, following ASCCC facilitation of template development process, including engagement of faculty discipline representatives from California Community Colleges, CSU, UC and independent colleges and universities and advisory input from segment articulation officers and transfer experts.



Background

- This CCN Course Template was developed by mathematics discipline faculty representatives from the California Community Colleges, California State University and University of California segments during June and July 2024 using the C-ID MATH 110 descriptor as a starting point.
- Development of the CCN Course Template was facilitated by ASCCC with advisory input from segment articulation officers and transfer experts.
- Approved and Submitted to the Chancellor’s Office: August 15, 2024
- Template was modified by CCN in late September. Content was not altered.

Phase I CCN TEMPLATE

Subject: Statistics	Subject Code: STAT
Proposed Course Number (Identical): C1000E	
Proposed Course Specialty Identifier (if applicable):	
Course Title (Identical): Introduction to Statistics	
Catalog/Course Description (Identical): Part 1: (Identical and Required): This course is an introduction to statistical thinking and processes, including methods and concepts for discovery and decision-making using data. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-squared, and t-tests; and application of technology for statistical analysis including the	



interpretation of the relevance of the statistical findings. Students apply methods and processes to applications using data from a broad range of disciplines. This course has embedded support.

Part 2: (Optional Expanded Description, Local College Discretion):

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Cal-GETC

- Yes
- No

Cal-GETC Area

Area 2 Recommended

Major Preparation:

- Yes
- No

List Possible Relevant Majors

- This is not a binding requirement; this is a placeholder for Phase II and may include TMC/ADT in the future.

UCTCA:

- Yes
- No

Minimum Unit Threshold | Semester 3.0

Unit amounts must adhere to the established threshold minimum.

Units for this course may be any combination of lecture/lab to meet student needs.

Any Rationale or Comment:

Prerequisites (Identical): Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of intermediate algebra.

Co-Requisites (Identical):



Other Limitations on Enrollment (Determined locally):

Advisories/Recommended Preparation (Determined locally):

Course Content:

Part 1: Required Topics (Identical):

1. Introduction to statistical thinking and processes
2. Technology-based statistical analysis
3. Applications using data from four or more of the following disciplines: administration of justice, business, economics, education, health science, information technology, life science, physical science, political science, psychology, and social science
4. Units (subjects/cases) and variables in a data set, including multivariable data sets
5. Categorical and quantitative variables
6. Sampling methods, concerns, and limitations, including bias and random variability
7. Observational studies and experiments
8. Data summaries, visualizations, and descriptive statistics
9. Probability concepts
10. Probability distributions (e.g., binomial, normal)
11. Sampling distributions and the Central Limit Theorem
12. Estimation and confidence intervals
13. Hypothesis testing, including t-tests for one and two populations, Chi-squared test(s), and ANOVA; and interpretations of results
14. Regression, including correlation and linear regression equations

Part 2: *Optional Expanded or Additional Topics (optional):*

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Laboratory Activities: (if applicable)



Course Objectives (Identical and Required):

Part 1: Objectives/Outcomes (Identical and Required):

At the conclusion of this course, the student should be able to (Identical and Required):

1. Assess how data were collected and recognize how data collection affects what conclusions can be drawn from the data.
2. Identify appropriate graphs and summary statistics for variables and relationships between them and correctly interpret information from graphs and summary statistics.
3. Describe and apply probability concepts and distributions.
4. Demonstrate an understanding of, and ability to use, basic ideas of statistical processes, including hypothesis tests and confidence interval estimation.
5. Identify appropriate statistical techniques and use technology-based statistical analysis to describe, interpret, and communicate results.
6. Evaluate ethical issues in statistical practice.

Part 2: *Optional objectives/outcomes:*

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Part 2: *After this course, the student should be able to (Optional):*

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Methods of Evaluation:

Part 1: Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, laboratory work, field journals, projects, research demonstrations, etc. Methods of evaluation are at the discretion of local faculty.

Part 2: *List Methods of Evaluation (Optional):*

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.



Representative Texts, Manuals, and/or OER that is equivalent, Other Support Materials:

Part 1:

- Introduction to Modern Statistics 2e, Çetinkaya-Runde, M., Hardin, J., OpenIntro, 2024 (\$0-25): <https://www.openintro.org/book/ims/>
- Statistics: Learning From Data 3e, Peck, R., Case, C., Cengage, 2024 (\$57-250): <https://www.cengage.com/c/new-edition/9780357758298/>
- Introductory Statistics: Exploring the World Through Data 4e, Gould, R., Wong, R., Ryan, C., Pearson, 2025 (\$65-80): <https://www.pearson.com/en-us/subject-catalog/p/introductory-statistics/P200000011641/9780138242145>
- Introductory Statistics 2e, Illowsky, B., Dean, S., OpenStax, 2023 (\$0): <https://openstax.org/details/books/introductory-statistics-2e>
- Introductory Statistics: Analyzing Data with Purpose, The Dana Center Mathematics Pathways, Charles A. Dana Center, University of Texas at Austin, 2021 (\$0): <https://www.utdanacenter.org/products/introductory-statistics>

Part 2: List Sample Textbooks, Manuals, or Other Support Materials (optional):

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Date Approved: August 15, 2024, following ASCCC facilitation of template development process, including engagement of faculty discipline representatives from California Community Colleges, CSU, UC and independent colleges and universities and advisory input from segment articulation officers and transfer experts.